

TUMAINI UNIVERSITY MAKUMIRA

Education for Service and Leadership

VICE CHANCELLOR

P.O. Box 55, USA-RIVER,
Tanzania, East Africa.

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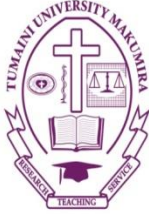
REQUEST FOR PROPOSAL (RFP)

PROPOSAL No. TUMA/PMU/CS/2024-26/01

FOR

**END OF PROJECT EVALUATION FOR PITA –
PARTICIPATORY AND INTEGRATIVE TEACHING
APPROACH**

MAY 2025



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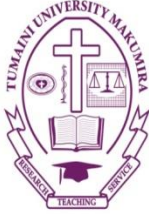
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ABBREVIATIONS AND ACRONYMS

BOQ	Bill of Quantities
TUMA	Tumaini University Makumira
GITA	General Instructions to Consultants, in the SPD
ICT	International Competitive
IF	Information Forms
IFT	Invitation for Proposals
IFP	Invitation for Prequalification
ITT	Instruction to Consultants
JV	Association
JVA	Association Agreement
KHNEZ	Kizazi Hodari North Eastern Zone
NCT	National Competitive
PITA	Particular Instructions To Consultants
PQ	Prequalification
PITA	Particular Instructions to Consultants, in the SPD
PMU	Procurement Management Unit
SBT	Standard Document
SPD	Standard Prequalification Document
PDS	Proposal Data Sheet



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PART I: SELECTION PROCEDURES AND REQUIREMENTS



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Section 1: Letter of Invitation (LOI)

Date: 12th May, 2025.

1. This is the invitation for consultancy service to all consulting firms in United Republic of Tanzania For Tumaini University Makumira – Arusha
2. TUMAINI UNIVERSITY MAKUMIRA through has set aside funds for the several operations operation for the financial year 2024/2025. It is intended that part of the fund will be used to cover eligible payment for consulting service under the contract for the Proposal No. **TUMA/PMU/CS/2024-26/01**. TUMA now invites proposals to provide the following consulting service for the Financial Year 2023/2024 for the underlisted whilst more details on the service will be provided in the Terms of Reference.

PROPOSAL NO. TUMA/PMU/CS/2024-26/01.

Category A: Consultancy Service

Proposal No.	Description of Goods
TUMA/PMU/CS/2024-26/01	End Of Project Evaluation Pita – Participatory and Integrative Teaching Approach

3. This Request for Proposal (RFP) has been addressed to **consulting firms only**.
4. Consultants will be selected under Fixed Budget Selection Method and procedures described in this RFP.
5. Interested consultants may obtain a complete set of Request for Proposal document and ToR, further information and inspect the document in English language through TUMA website from the following links: www.makumira.ac.tz and pay a non-refundable fee of TZS. 100,000/= (One Hundred Thousand Shillings only) for each Tender Number. Payment shall be made through Bank Name: **CRDB BANK**, Account Name: **TUMAINI UNIVERSITY MAKUMIRA**, Account No. **0150406251405** and **MUST** attach certified payment sleep/receipt to each application form submitted as a proof of payment. Any application submitted without the receipt will be **REJECTED**.
- 6.
7. All applications should be **physically** delivered with **One original** and **Two copies** for Technical and another **One original** and **Two copies** for financial proposal, where, Technical and Financial proposals should be enclosed separately in independent envelopes and later on enclosed in one envelope clearly marked the relevant **proposal number and details (without the name of the firm on top of the envelop)** before 2.00 pm, 26th May 2025 on 1200hrs local time. There will be no public opening ceremony. However, consultants will be shared with the list of participants by PMU from submission registration.



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8. TUMA shall not be responsible for misplacement or premature opening of proposals, which are not sealed, reserves the right to accept or reject any application and is not bound to give reasons for its decision.
 9. Late Proposals, portion of Proposals and Proposals not received, Proposals not opened and read out in public at the opening ceremony shall not be accepted for evaluation irrespective of the circumstances.
 10. Interested consultants may obtain clarifications by contacting the procuring unit through;
Email: procurement@makumira.ac.tz ; 09:00-15:30 on Mondays to Fridays (working hours only) inclusive except on public holidays with email Subject "PITA – CLARIFICATION".

Note: TUMA is committed to the highest ethical standards of transparency, openness, and accountability in its affairs. TUMA promote a "Zero tolerance" policy towards fraud and corruption. All communications should be channeled to the provided official correspondence email above.

VICE CHANCELLOR

TUMAINI UNIVERSITY MAKUMIRA-Head Quarter,

Block 66, Boma Road, Arusha

Tel: 027 250 8855/7, Fax 027 254 8858

Email: procurement@makumira.ac.tz



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Section 2 - Instructions To Consultants (ITC)

READ CAREFULLY

1. Scope of Proposal

- 1.1 The Procuring Entity (PE) indicated in the Proposal Data Sheet (PDS) invites Proposals for Consultancy Service as specified in the PDS and Section V - Technical Specification. Successful Consultant will be expected to deliver within the period stated in the ToR. The duration of the Contract shall be as specified in the ToR.
- 1.2 Proposal is open on equal terms to firms or public or semi-public agencies, cooperative societies, associations governed by public or private law.
- 1.3 *Consultants shall submit only one Proposal, in the same process as a partner in association. No Consultant can be a Sub-Consultant while submitting a Proposal as a partner of an Association in the same process. A Consultants, if acting in the capacity of Sub-Consultants in any Proposal, may participate in not more than two Proposal but only in that capacity.*
- 1.4 The Consultants shall bear all costs associated with the preparation and submission of its Proposal, and the PE shall in no case be responsible or liable for those costs.
- 1.5 A prospective Consultant requiring any clarification of the Documents may notify the PE through provided email as shown in PDS not later than seven (5) days prior to the deadline for the submission of Proposals. The PE will within three (3) working days after receiving the request for clarification respond and publish responses to all Consultants.
- 1.6 Before the deadline for submission of Proposals, the PE, for any reason, whether at its own initiative or in response to a clarification requested by a prospective Consultants, may modify the Documents by issuing addenda. To allow prospective Consultants reasonable time to take an addendum into account when preparing their Proposals, the PE, at its discretion, may extend the deadline for the submission of Proposals.

2. Preparation of Proposal Document

- 2.1 *Proposal document:* The Consultants shall fill the **Technical Proposal** furnished in the Documents and **Financial Proposal**.
 - 2.2 *Financial Proposal:* The consultant shall create a matrix showing number of key staff, non-key staff, number of days to execute for each staff, rates and reimbursable amounts as shown in team composition, assignment, and key expert's inputs. Total price indicated shall include of taxes.
 - 2.3 *Proposal Currency:* The currency for Consultancy Service and service that the Consultants will deliver shall be quoted in Tanzania Shillings.
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2.4 *Signing of Proposal:* The Proposal documents shall be signed by a person or persons duly authorized to sign on behalf of the Consultants and the authorization documents shall be submitted together with the Proposal indicating names and positions of each signatory.

2.5 *Withdraw of Proposal:* A Consultants may modify or substitute or withdraw its Proposal after it has been submitted to the PE, provided that such modification or substitution or withdraw is made prior to the deadline for submission of Proposals

2.6 *Opening of Proposal:* There shall be no public opening of proposals rather the consultants will be shared with the list of participants from registry.

2.7 *Correction errors:* If there is a discrepancy between unit prices and the total price that is obtained by multiplying the unit price and quantity, the unit price shall prevail, and the total price shall be corrected. Where there is a discrepancy between the amounts in figures and in words, the amount in words will govern, unless the amount expressed in words is related to an arithmetic error, in which case the amount in figures shall prevail subject to discrepancy in unit price.

3. Eligible Consultants

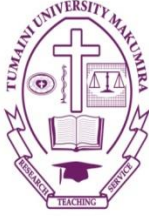
3.1 Consultants must not be under a declaration of suspension for corrupt, fraudulent, collusive, coercive, or obstructive practices.

3.2 A Consultant shall not have a conflict of interest. All Consultants found to be in conflict of interest shall be disqualified. A Consultant may be considered to have a conflict of interest with one or more parties in this process, if they:

- a. Are associated or have been associated in the past, directly or indirectly with a firm or any of its affiliates which have been engaged by the Procuring Entity to provide consulting service for the preparation of the design, specifications and other documents to be used under this Invitation for;
- b. have a relationship with each other, directly or through common third parties, that puts them in a position to have access to information about or influence on the of another applicant or influence the decisions of the Procuring Entity regarding this process.

3.3 Firms may be ineligible if –

- a. Declared bankrupt or, in the case of company or firm, insolvent;
 - b. Convicted, by a final judgment, of any offence involving professional conduct;
 - c. Debarred and blacklisted from participating in public procurement for corrupt, coercive, collusive, fraudulent or obstructive practices, failure to abide with a Proposal Securing Declaration, breach of a procurement contract, making false representation about his qualifications during Proposal proceeding or other
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grounds as may be deemed necessary by the Authority company or firm is found guilty of serious misrepresentation with regard to information required for participation in an invitation to Proposal.

4. Essential Criteria for Evaluation

4.1 Will be based on Fixed Budget Selection Method. Consultants will go through post-qualification during evaluation of technical proposal as follows;

a. Experience

Prospective Consultant must have carried out successful similar service to Non-Government Organizations, Government, Corporation, Institutions of the Similar Size for the past **Three** years.

b. Financial Condition

The consultant shall provide **1-year financial statement** for financial year 2022/2023 or 2023/2024, certified, signed and stamped submitted with the technical proposal document as well **6 months Bank Statement** and letters of reference from their bankers (signed and stamped) regarding consultant's credit position. Potential Consultants will be awarded on the satisfactory information given.

4.2 A Consultant shall provide accurate information on any litigation or arbitration resulting from contracts completed or under its execution over the last five years.

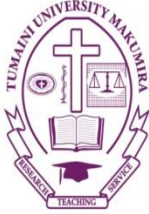
4.3 To aid evaluation, consultants may be given an opportunity for presentation.

4.4 For consultants whose technical proposals have met minimum requirements, where the Financial Proposal is considered to be abnormally low, the PE shall perform price analysis as part of the post-qualification. The following process shall apply: The PE may reject a Proposal if the PE has determined that the price in combination with other constituent elements of the Proposal is abnormally low in relation to the subject matter of the procurement (Terms of Reference) and raises concerns as to the ability of the Consultants that presented that Proposal to perform the contract. The PE shall not incur any liability solely by rejecting abnormally Proposal.

5. Contract Award and Terms

5.1 The PE will award the Contract to the Consultant whose combination of Technical and Financial Proposals have been determined to be substantially responsive to the Documents.

5.2 Negotiations may be undertaken with the highest technical evaluated Consultant within a budget relating to (a) Minor alteration to the technical details of the statement of requirements, (b) Reduction of quantities for budgetary reasons, (c) Finalizing Payment arrangements, (d) Clarifying details that were not apparent or could not be finalized at the time of;



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- a. Where negotiation fails to result into an agreement, the PE may invite the next ranked Consultant for negotiations. Where negotiations are commenced with the next ranked Consultants, the PE shall not reopen earlier negotiations.
 - b. The PE reserves the right to accept or reject any Proposal, and to annul the process and reject all Proposals at any time prior to award of the contract without thereby incurring any liability to the affected Consultants(s).
- 5.3 Promptly after notification of award, PE shall send the successful Consultants the draft Contract, incorporating all terms and conditions as agreed by the parties to the contract.
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Section 3: Proposal Data Sheet

Ser. No.	Required Information/Data	ITC Clause	Information/Data to be filled by PE
1.	Name of the PE	1.1	The PE is “ TUMAINI UNIVERSITY MAKUMIRA ”
2.	Service/Project/Proposal Identification	1.1	TUMA/PMU/CS/2024-26/01
3.	Description of Service	1.1	The objectives and brief description of the Service are: <i>End Of Project Evaluation: Pita – Participatory and Integrative Teaching Approach</i>
4.	Selection Procedure	1.1	The Method of Selection is : Fixed Budget Selection (FBS)
5.	Procurement Method	1.1	Procurement Method used is: National Competitive Tendering
6.	Applicable Law	1.4	Applicable Law is of United Republic of Tanzania
7.	Phasing of the Assignment	1.3	<i>Duration for completion of service shall be indicated in the ToR</i>
8.	Source of Funds	2.1	The source of fund is Finnish Evangelical Lutheran Mission (Felm)
9.	Available budget	2.3	The available budget is: Fifty Million Tanzania Shillings only (50,000,000/=) .
10.	Details of a Pre-Proposal Meeting	10.1	A pre-proposal Meeting will be held: “ Yes ” Date of pre-proposal meeting: 19 th May 2025 Time: 1100hrs, virtually through zoom link shared in the website before the meeting date.
11.	Deadline for Submission of Questions for the Pre-Proposal Meeting	10.2	<i>All questions should be submitted 5 days before proposal submission deadline.</i>
12.	Participation of Sub-consultants, Key Experts and Non-Key Experts	12.1	<i>Participation of only Key Expert in not more than two Proposal is permissible: YES</i>



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Ser. No.	Required Information/Data	ITC Clause	Information/Data to be filled by PE
13.	Language of Proposal	14.1	The Proposal and other documents shall be written in the <i>English</i> language.
14.	Other documents required to be submitted	15.1(e)	Other documents required to be submitted with the Proposal are: Firm Registration Certificate, VAT Certificate, TIN Certificate, Current Tax Clearance, 1 year Audited Financial Statement for the past two years, 6 months Bank statement, Curriculum vitae of Key Experts and non-keyexperts.
15.	Qualifications of Professional Staff	17.5	The minimum required qualification and experience of professional staff are as shown in the Terms of Reference
16.	Training	18.1(k)	Training is a specific component of this assignment. The details of training required are as shown in the Terms of Reference.
17.	Payment of Local Taxes	20.1	The Consultant shall be responsible for payment of local taxes: Yes
18.	PEs Inputs	21.1 (a)	N/A
19.	Alternative Proposals	22.1	Are alternative Technical Proposals allowed: No
20.	Similar Experience		Prospective Consultant must have carried out successful similar service to Non-Government Organizations, Government, Corporation, Institutions of the Similar Size for the past Three (3) years.
21.	Currency of the Proposal	24.1	The Financial Proposal should state local costs in Tanzanian Shillings (local currency): Yes
22.	Validity Period of the Proposals	25.1	Proposals must remain valid for [40] days after the submission deadline date.
23.	Proposal Security	25.6	Consultants shall submit: Proposal Securing Declaration Form and letter of indemnity
24.	Evaluation Criteria for Technical Proposal	36.2	Criteria, sub-criteria, and points system for the evaluation of Technical Proposals are: <i>[These criteria, sub-criteria and points system shall be applicable when the pre-qualification/expression of interest has not taken place]</i>



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Ser. No.	Required Information/Data	ITC Clause	Information/Data to be filled by PE	
			Criteria, sub-criteria	Points (%) ¹
			(i) Firm's general experience, reputation and experience in previous similar assignments	[20]
			(ii) Understanding of the terms of reference, methodology and the overall quality of the proposal	[15]
			(iii) Qualification of key personnel and Participation of local Experts The number of points to be given under each evaluation sub criteria for qualifications of staff are; General qualifications and Adequacy for the project.	[20]
			(iv) Description of the Approach (15), Methodology (15), and Work Plan (15) for Performing the Assignment	[45]
			Total Score	100
			The minimum Technical Score (St) required to pass is: 75 Points.	
25.	Formula for Computing Financial Score in Case of QCBS	38.3	The formula for determining the financial scores is the following: $S_f = 100 \times F_m / F$, in which S_f is the financial score, F_m is the lowest price and F the price of the proposal under consideration.	
26.	Inclusion of Taxes in the Evaluation of Financial Proposals	39.2	For the purpose of the evaluation, the Client shall include: (a) all local identifiable indirect taxes such as sales tax, excise tax, VAT, or similar taxes levied on the contract's invoices; and (b) all additional local indirect tax on the remuneration of service rendered by non-resident experts in the Client's country	



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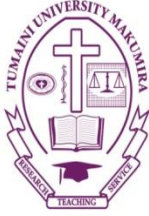
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Ser. No.	Required Information/Data	ITC Clause	Information/Data to be filled by PE
			Financial proposal shall indicate which taxes shall be paid by the Consultant and which taxes are withheld and paid by the Client on behalf of the Consultant.
27.	Currency for Submission	40.1	Financial proposal shall be submitted in Tanzania Shillings.
28.	Address for submission, complaints, and contract negotiations	43.1	The address for is: VICE CHANCELLOR TUMAINI UNIVERSITY MAKUMIRA-Head Quarter, Block 66, Boma Road, Arusha Tel: 027 250 8855/7, Fax 027 254 8858 Email: procurement@makumira.ac.tz
29.	Performance Security/Performance Securing Declaration	45.1	Consultant shall submit letter of Indemnity against performance of the assignment.
30.	Contract Type		Contract Type for the assignment is: Lumpsum Contract
31.	Advance Payment Security	47.1	The Advance Payment shall be discussed during negotiation
32.	Date of Commencement of the Assignment	48.1	The assignment is expected to commence on 1 st week of June and last for 52 days.
33.	Proposal Validity period		Proposals submitted shall be valid for 40 days



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Section 4 – Technical Proposal – Standard Forms

Checklist Of Required Forms

FORM		DESCRIPTION	Page Limit
TECH-1		Technical Proposal Submission Form.	1.5
	TECH-1 Attachment	If the Proposal is submitted by a joint venture, attach a letter of intent or a copy of an existing agreement.	
TECH-2		Consultant's Organization and Experience.	
	TECH-2A	A. Consultant's Organization Experience	6
	TECH-2B	B. Consultant's Experience	5
TECH-4		Description of the Approach, Methodology, and Work Plan for Performing the Assignment	15
TECH-5		Work Schedule and Planning for Deliverables	10
TECH-6		Team Composition, Key Experts Inputs	3
TECH-7		CV of Professional Staff	7
TECH-8		Code of Conduct (ES)	N/A
TECH-9		Proposal Securing Declaration/Proposal Security – Bank Guarantee/Proposal Security – Insurance Bond	1
TECH-10		Power of Attorney	2
TECH -11		Anti- bribery Pledge	1

(This checklist helps the Consultant to secure documents submitted) All pages of the original Technical and Financial Proposal shall be initialed by the same authorized representative of the Consultant who signs the Proposal.



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Form Tech-1

Technical Proposal Submission Form

{Location, Date}

To: *[Name and address of PE]*

To: *[Name and address of Client]*

Dear Sirs:

We/I, the undersigned, offer to provide the consulting service for *[Insert title of assignment]* in accordance with your Request for Proposal dated *[Insert Date]* and our Proposal. We are hereby submitting our Proposal, which includes the Technical Proposal, and the Financial Proposals.

We/I are submitting our Proposal in association with: *[Insert a list with full name and address of each associated Consultant, also specify, whether they are in joint venture or sub consultancy]*.

If negotiations are held during the period of validity of the Proposal, i.e., before *(insert day, month and year in accordance with Proposal Data Sheet ITC 25.1)*, we undertake to negotiate on the basis of the proposed staff. Our Proposal is binding upon us and subject to the modifications resulting from Contract negotiations.

We/I undertake, if our Proposal is accepted, to initiate the consulting service related to the assignment not later than *(insert day, month and year in accordance with Proposal Data Sheet ITC 48)*.

We/I also confirm that the Government of the United Republic of Tanzania has not declared us, or any sub consultants for any part of the Contract, ineligible on charges of engaging in corrupt, fraudulent or coercive practices. We furthermore, pledge not to indulge in such practices in competing for or in executing the Contract, and we are aware of the relevant provisions of the Proposal Data Sheet ITC 3 [Corrupt, Fraudulent or Coercive Practices].

We/I understand you are not bound to accept any Proposal you receive.

We/I remain,

Yours sincerely,

Authorised Signature

[in full and initials]

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Name and title of Signatory	
Name of Firm	
Address	



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Form TECH-2

Consultant's Organization and Experience

Form TECH-2: a brief description of the Consultant's organization and an outline of the recent experience of the Consultant that is most relevant to the assignment. In the case of a joint venture, information on similar assignments shall be provided for each partner. For each assignment, the outline should indicate the names of the Consultant's Key Experts and Sub-consultants who participated, the duration of the assignment, the contract amount (total and, if it was done in a form of a joint venture or a sub-consultancy, the amount paid to the Consultant), and the Consultant's role/involvement.

A - Consultant's Organization

- 1) Provide here a brief description of the background and organization of your company, and – in case of a joint venture – of each member for this assignment.
- 2) Include organizational chart, a list of Board of Directors, and beneficial ownership

B - Consultant's Experience

1. List only previous similar assignments successfully completed in the last [3] years.
2. List only those assignments for which the Consultant was legally contracted by the PE as a company or was one of the joint venture partners. Assignments completed by the Consultant's individual experts working privately or through other consulting firms cannot be claimed as the relevant experience of the Consultant, or that of the Consultant's partners or sub-consultants, but can be claimed by the Experts themselves in their CVs. The Consultant should be prepared to substantiate the claimed experience by presenting copies of relevant documents and references if so requested by the PE.

[using the format below, provide information on each assignment for which your firm was legally contracted for carrying out consulting service similar to the ones requested under this assignment.]

Assignment name:	Country:
Assignment Location within country:	Duration of assignment (months):



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Name of Client:		Professional Staff provided by your Organisation: No of Staff:
Start Date (Month/Year)	Completion Date (Month/Year)	
Name of associated Consultants, if any:		Nº of Person-Months of Professional Staff provided by associated Consultants:
Name of Senior Staff (Project Director/Coordinator, Team Leader) Involved and Functions Performed:		
Detailed Narrative Description of Project:		
Detailed Description of Actual Service Provided by your Staff:		

Firm's Name:	
Authorised Signature:	



Form Tech-4

**DESCRIPTION OF APPROACH, METHODOLOGY, AND WORK PLAN IN
RESPONDING TO THE TERMS OF REFERENCE**

(PLEASE DO NOT COPY OR REPEAT TOR HERE)

Form TECH-4: a description of the approach, methodology and work plan for performing the assignment, including a detailed description of the proposed methodology and staffing for training, if the Terms of Reference specify training as a specific component of the assignment.

[Technical approach, methodology and work plan are key components of the technical proposal. It is suggested that you present your technical proposal divided into the following three chapters:

- *Technical Approach and Methodology,*
 - *Work Plan, and*
 - *Organization and Staffing*
- (a) **Technical Approach and Methodology.** Here you should explain your understanding of the objectives of the assignment, approach to the service, methodology for carrying out the activities and² obtaining the expected output, and the degree of detail of such output. You should highlight the problems being addressed and their importance and explain the technical approach you would adopt to address them. You should also explain the methodologies you propose to adopt and highlight the compatibility of those methodologies with the proposed approach, (e.g., the methods of interpreting the available data; carrying out investigations, analyses, and studies; comparing alternative solutions). This chapter should incorporate any modifications to the TOR proposed by you. In case the TOR requires the Consultant to provide a quality plan and carry out the assignment according to its provisions, an outline of the quality plan (e.g., its list of contents) should be included in this chapter of the technical proposal)
- (b) **Work Plan.** Here you should propose the main activities of the assignment, their content and duration, phasing and interrelations, milestones (including interim approvals by the Client), and delivery dates of the reports. The proposed work plan should be consistent with the technical approach and methodology, showing understanding of the TOR and ability to translate them into a feasible working plan. A list of the final documents, including reports, drawings, and tables to be delivered as final output, should be included here. The work plan should be consistent with the Work Schedule and Planning for Deliverables- Form TECH-5)
- (c) **Organization and Staffing.** In this chapter you should propose the structure and composition of your team. You should list the main disciplines of the assignment, the key expert responsible, and proposed technical and support staff. The roles and responsibilities of professional staff should be set out in job descriptions. In case of association, this chapter will indicate how the duties and responsibilities will be shared. The organization and staffing will be reflected in the Team Composition, Assignments and Key Expert's Input
-



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Form TECH-6. An organization chart illustrating the structure of the team and its interfaces with the Client and other institutions involved in the project also should be provided.]



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Form TECH-5

WORK SCHEDULE AND PLANNING FOR DELIVERABLES

N ^o	Deliverables ¹ (D-..)	Months											
		1	2	3	4	5	6	7	8	9	n	TOTAL
D-1	{ e.g., Deliverable #1: Report A												
	1) data collection												
	2) drafting												
	3) inception report												
	4) incorporating comments												
	5)												
	6) delivery of final report to Client}												
D-2	{ e.g., Deliverable #2: }												
n													

- 1 List the deliverables with the breakdown for activities required to produce them and other benchmarks such as the Client's approvals. For phased assignments, indicate the activities, delivery of reports, and benchmarks separately for each phase.
- 2 Duration of activities shall be indicated in a form of a bar chart.



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Form TECH-6

TEAM COMPOSITION, ASSIGNMENT, AND KEY EXPERTS' INPUTS

N°	Name	Expert's input (in person/Week) per each Deliverable (listed in Form TECH-5)										Total time-input (in Weeks)		
		Position		D-1	D-2	D-3	©...				Home	Field	Total
KEY EXPERTS														
K-1	{e.g., Mr. Abbbb}	[Team Leader]	[Home]	[2 weeks]	[1.0]	[1.0]								
			[Field]	[0.5 m]	[2.5]	[0]								
K-2														
n														
											Subtotal			
NON-KEY														
N-1			[Home]											
			[Field]											
n														
											Subtotal			
											Total			

- 1 For Key Experts, the input should be indicated individually for the same positions as required
- 2 Weeks are counted from the start of the assignment/mobilization. One (1) week equals Five (5) working (billable) days. One working (billable) day shall be not less than eight (8) working (billable) hours.
- 3 "Home" means work in the office in the expert's country of residence. "Field" work means work carried out in Tanzania or any other country outside the expert's country of residence.

 Full time input
 Part time input



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Form TECH-7

CURRICULUM VITAE (CV)

Position Title and No.	{e.g., K-1, TEAM LEADER}
Name of Expert:	{Insert full name}
Date of Birth:	{day/month/year}
Country of Citizenship/Residence	

Education: {List college/university or other specialized education, giving names of educational institutions, dates attended, degree(s)/diploma(s) obtained__

Employment record relevant to the assignment: {Starting with present position, list in reverse order. Please provide dates, name of employing organization, titles of positions held, types of activities performed and location of the assignment, and contact information of previous clients and employing organization(s) who can be contacted for references. Past employment that is not relevant to the assignment does not need to be included.}

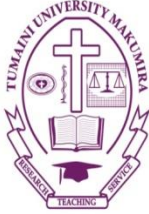
Period	Employing organization and your title/position. Contact info for references	Country	Summary of activities performed relevant to the Assignment
[e.g., May 2005-present]	[e.g., Ministry of, advisor/consultant to... For references: Tel...../e-mail.....; Mr. Hbbbbbb, deputy minister]		

Membership in Professional Associations and Publications:

Language Skills (indicate only languages in which you can work): _____

Adequacy for the Assignment:

Detailed Tasks Assigned on Consultant's Team of Experts:	Reference to Prior Work/Assignments that Best Illustrates Capability to Handle the Assigned Tasks
---	--



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{List all deliverables/tasks as in TECH- 5 in which the Expert will be involved}	

Expert's contact information: (e-mail, phone.....)

Certification:

I, the undersigned, certify that to the best of my knowledge and belief, this CV correctly describes myself, my qualifications, and my experience, and I am available, as and when necessary, to undertake the assignment in case of an award. I understand that any misstatement or misrepresentation described herein may lead to my disqualification or dismissal by the Client.

{ day/month/year }

Name of Expert
Date

Signature

{ day/month/year }

Name of authorized
Date
Representative of the Consultant
(the same who signs the Proposal)

Signature



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Form TECH-9

(a) Proposal Securing Declaration Form

Date: *[insert date (as day, month and year)]*

Proposal No.: *[insert number of tendering process]*

Alternative No.: *[insert identification No if this is a Tender for an alternative]*

To: *[insert complete name of PE]*

We/I, the undersigned, declare that:

We/I understand that, according to your conditions, proposals must be supported by a Proposal Securing Declaration.

We/I accept that we will automatically be suspended from being eligible for tendering in any contract with the PE for the period of time as determined by the Authority if we are in breach of our obligation(s) under the tender conditions, because we:

- (a) have withdrawn our proposal during the period of Proposal validity specified in the Proposal Submission Form; or
- (b) having been notified of the acceptance of our Proposal by the PE during the period of Proposal validity, (i) fail or refuse to execute the Contract, if required, or (ii) fail or refuse to furnish the Performance Security, in accordance with the ITC 45 [Performance Security].

We/I understand this Proposal Securing Declaration shall expire if we are not the successful Consultant, upon the earlier of (i) our receipt of your notification to us of the name of the successful Consultant; or (ii) twenty-eight days after the expiration of our Proposal.

Signed: *[insert signature of person whose name and capacity are shown]* In the capacity of *[insert legal capacity of person signing the Proposal Securing Declaration]*.

Name: *[insert complete name of person signing the Proposal Securing Declaration]*

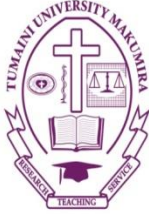
Duly authorized to sign the Proposal for and on behalf of: *[insert complete name of consultant]*

Dated on _____ day of _____, _____ *[insert date of signing]*

Corporate Seal (where appropriate)

(b) Proposal Security – Bank Guarantee

(c) Proposal Security – Insurance Bond



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Form TECH-10

Special Power of Attorney³

KNOW ALL MEN BY THESE PRESENTS THAT I the undersigned [*insert name of the Donor*]
being [*insert designation*] of [*insert name of the company*] of [*insert company address*] having its
registered office at [*insert physical address of company*];

WHEREAS in course of business it is necessary to bid for tenders and enter into contracts;

NOW THEREFORE KNOW ALL MEN THAT I [*insert name of the Donor*] by virtue of
authority conferred to me by the Board Resolution No [*insert Board Resolution Number*] of
[*insert day*] day of [*insert Board Resolution month and year*], do hereby ordain, nominate,
authorize, empower and appoint [*insert name of Donee*] of [*insert address of the Donee*] to be
our true lawful Attorney and Agent with full power and authority for us and in our names and for
our accounts and benefits, to do any, or all of the following acts, in the execution of tender No.
[*insert tender number*] that is to say;

To act on my behalf or for the company and do any other thing or things incidental for
[*insert tender Number*] of [*insert description of procurement*] for the [*insert name of the
procuring entity*];

AND provided always that this Power of Attorney shall not revoke or in any manner affect any
future Power of Attorney given to any other person or persons for such other power or powers
shall remain and be of the same force and affect as if this deed has not been executed.

AND we hereby undertake to ratify everything, which our Attorney or any substitute or
substitutes or agent or agents duly appointed by him under this power on his behalf herein before
contained shall do or purport to do in virtue of this Power of Attorney.

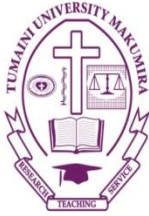
SEALED with the common seal of the said [*insert name of the company*] and delivered in the
presence of us this [*insert date*] day of [*insert month*] [*insert year*].

IN WITNESS whereof we have signed this deed on this [*insert date*] day of [*insert month*]
[*insert year*] at [*insert place*] for and on behalf of [*insert name of the company or Donor*]
.....

SIGNED AND DELIVERED by the said
[*insert name of Donor*] Identified to me
by [*insert name*]

The latter being known to me personally

this [*insert date, month and year*]



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.....
DONOR

BEFORE ME:

Name:.....

Address:.....

Qualification:.....

Signature:.....
COMMISSIONER FOR OATHS

Acknowledgement

I [*insert name of Donee*] doth hereby acknowledge and accept to be Attorney of the said [*insert name of the company/donor*] under the Terms and Conditions contained in this Power of Attorney and I promise to perform and discharge my duties as the lawfully appointed Attorney faithfully and honestly.

SIGNED AND DELIVERED by the said
[*insert name of Donee*] Identified to me
by [*insert name*]
The latter being known to me personally
this [*insert date, month and year*],

}

.....
DONEE

BEFORE ME

Name:.....

Address:.....

Qualification:.....

Signature:.....

COMMISSIONER FOR OATHS



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TECH 11-

**UNDERTAKING BY TENDERER ON ANTI – BRIBERY POLICY / CODE OF
CONDUCT AND COMPLIANCE PROGRAMM**

Each Consultant must submit a statement, as part of his Proposal, in either of the two given formats which must be signed personally by the Chief Executive Officer or other appropriate senior corporate officer of the Consulting Firm and, where relevant, of its subsidiary in the United Republic of Tanzania. If a Proposal is submitted by a subsidiary, a statement to this effect will also be required of the parent company, signed by its Chief Executive Officer or other appropriate senior corporate officer²) Consultants will also be required to submit similar No-bribery commitments from their sub consultants and consortium partners; the Consultant may cover the sub consultants and consortium partners in its own statement, provided the Consultant assumes full responsibility.

MEMORANDUM (Format 1)

**UNDERTAKING BY CONSULTANT ON ANTI – BRIBERY POLICY / CODE OF
CONDUCT AND COMPLIANCE PROGRAMME**

(Made under Regulation 78 (2)) of the Public Procurement (Selection and Employment of Consultants) Regulations, 20–3 - Government Notice No. 446 of 2013) as amended in 2016

I _____ (*name of Consultant*) places importance on competitive tendering taking place on a basis that is free, fair, competitive and not open to abuse. I am pleased to confirm that I will not offer or facilitate, directly or indirectly, any improper inducement or reward to any public officer their relations or business associates, in connection with my proposal, or in the subsequent performance of the contract if I am successful.

I have an Anti-Bribery Policy/Code of Conduct and a Compliance Program which includes all reasonable steps necessary to assure that I comply with the No-bribery commitment given in this statement, as well as by all third parties working with me on the public sector projects, or contract including agents, consultants, consortium partners, sub- contractors and suppliers. Copies of the Anti-Bribery Policy/Code of Conduct and Compliance Program are attached⁴

Authorized Signature: _____

Name and Title of Signatory: _____

⁴ Signing of this memorandum is not sufficient if it is not accompanied by the Anti-bribery Policy/Code of Conduct and Compliance programme of the Applicant. For Applications submitted by the JVCA each member must submit its Anti-bribery Policy/Code of Conduct and Compliance programme.



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Name of Consultant: _____

Address: _____

MEMORANDUM (Format 2)

**UNDERTAKING BY CONSULTANT ON ANTI – BRIBERY POLICY / CODE OF
CONDUCT AND COMPLIANCE PROGRAMME**

(Made under Regulation 78(2) of the Public Procurement Regulations Government Notice No. 446 of 2013, as amended in 2016)

I _____ (name of consultant) have issued, for the purposes of this proposal, a Compliance Program copy attached⁵ -which includes all reasonable steps necessary to assure that I will comply to the No-bribery commitment given in this statement, as well as by all third parties working with me on the public sector projects or contract including agents, consultants, consortium partners, subcontractors and supplier”)"

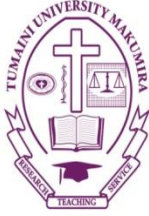
Authorized Signature: _____

Name and Title of Signatory: _____

Name of Consultant: _____

Address: _____

⁵ Signing of this memorandum is not sufficient if it is not accompanied by the Anti-bribery Policy/Code of Conduct and Compliance programme of the Applicant. For Applications submitted by the JVCA each member must submit its Anti-bribery Policy/Code of Conduct and Compliance programme.



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SECTION 5:

FINANCIAL PROPOSAL – STANDARD FORMS

[Comments in brackets [] provide guidance to the short listed Consultants for the preparation of their Financial Proposals; they should not appear on the Financial Proposals to be submitted.]



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Form FIN-1

FINANCIAL PROPOSAL SUBMISSION FORM

[Location, Date]

To: [Name and address of Client]

Dear Sirs:

We/I, the undersigned, offer to provide the consulting service for [Insert title of assignment] in accordance with your Request for Proposal dated [Insert Date] and our Technical Proposal. Our attached Financial Proposal is for the sum of [Insert amount in words and figures]. This amount is exclusive of local taxes, which we have estimated at [insert amount in words and figures].

Our Financial Proposal shall be binding upon us subject to the modifications resulting from Contract negotiations, up to expiration of the validity period of the Proposal, i.e. before (insert day, month and year in accordance with Proposal Data Sheet ITC 25.1).

Commissions and gratuities, if any, paid or to be paid by us to agents relating to this Proposal and Contract execution, if we are awarded the Contract, are listed as follows:

Name and Address of Agents	Amount	Purpose of commission or gratuity

We/I also declare that the Government of the United Republic of Tanzania has not declared us or any sub-Consultants for any part of the Contract, ineligible on charges of engaging in corrupt, fraudulent or coercive practices. We, furthermore, pledge not to indulge in such practices in competing for or in executing the Contract, and are aware of the relevant provisions of Proposal Data Sheet ITC 3 [Corrupt, Fraudulent or Coercive Practices]

We/I understand you are not bound to accept any Proposal you receive.

Signed:

In the capacity of:

Duly authorised to sign the proposal on behalf of the Applicant.

Date:



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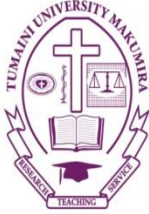
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Form FIN-2- SUMMARY OF COSTS

Item	Cost			
	{Consultant must state the proposed Costs in accordance with ITC 23.1 [Proposal Prices]; delete columns which are not used}			
	{Insert Local Currency, if used and/or			
Cost of the Financial Proposal				
Including:				
(1) Breakdown of Remuneration for Key and Non-Key Experts and				
(2) Breakdown of Reimbursable (Perdiem, transport, communication, report production, rent, training of client staff, e.t.c)				
<u>Total Cost of the Financial Proposal:</u> {Should match the amount in Form 5B1}				
Indirect Local Tax Estimates – to be discussed and finalized at the negotiations if the Contract is awarded				
(i) {insert type of tax: e.g., VAT or sales tax}				
(ii) {e.g., income tax on non-resident experts} If Applicable				
(iii) {insert type of tax}				
<u>Total Estimate for Indirect Local Tax:</u>				

Footnote: Payments will be made in the currency(is) expressed above (Reference to PDS)



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Section 6: TERMS OF REFERENCE



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END OF PROJECT EVALUATION

PITA – PARTICIPATORY AND INTEGRATIVE TEACHING APPROACH

Tumaini University Makumira, Tanzania

Felm – Finnish Evangelical Lutheran Mission

EVALUATION SUMMARY

Project	PITA – Participatory and Integrative Teaching Approach
Project Phase	1 st January 2022 – 31 st December 2025
Evaluation Type	End of Project Evaluation
Evaluation Purpose	1. Assess the progress made towards achieving project objectives based on the project design and strategy (relevance, coherence, effectiveness, efficiency, impact, and sustainability) in order to better inform future TUMA - Felm programming and identify potential gaps and area-specific opportunities/focus for project planning and improvement. 2. To come out with recommendations to guide future programming.
Primary Methodologies	Both quantitative and qualitative evaluation methods; participatory approach should be emphasized.
Evaluation Start and End Dates	June- August 2025
Anticipated Evaluation Report Release Date	15 th August 2025

1. BACKGROUND TO THE EVALUATION

1.1 Programme Context

PITA – *Participatory and Integrative Teaching Approach* – project is implemented in Meru District Council, Arusha region. PITA project defends the right to education entitled to all human beings, following the principles of non-discrimination, equality of opportunity and treatment, and universal access to quality education. The international commitment to the right to education has been expressed e.g., in the United Nations' (1948) *Universal Declaration of Human Rights*, and the United Nations' (2015) *Sustainable Development Goal 4: Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

The objectives of the project are in line with the current Tanzanian education and training policies, the key documents being the following:

- *Sera ya Elimu na Mafunzo 2014 (Toleo la Mwaka 2023) / Tanzania Education and Training Policy 2014 (2023 Edition)*, Ministry of Education and Vocational Training, The United Republic of Tanzania, 2023



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-
- *Curriculum for ordinary level secondary education in Tanzania*, Ministry of Education and Vocational Training, Tanzania Institute of Education, 2005
 - *Curriculum for Ordinary Secondary Education, Form I–IV (2023)*. Ministry of Education, Science and Technology, The United Republic of Tanzania. Dar es Salaam: Tanzania Institute of Education.
 - *Subject syllabuses for Ordinary Secondary Education Form I – IV: Biology / Civics (2005) / Geography / History / Mathematics / Physics / Chemistry / English language / Kiswahili*, Ministry of Education, Science and Technology, The United Republic of Tanzania, 2005, 2023

The project is conducted in the context of a rapid expansion of lower secondary education, Forms 1-4, in Tanzania. This has been achieved through the policy of building a school in every ward. While these new community secondary schools, (Kisw. shule za kata), have substantially expanded access to secondary education, they face serious quality challenges, such as large classes, limited teaching and learning facilities, lack of qualified teachers, especially in mathematics and science subjects. The schools were built on voluntary basis by using local materials and expertise. Local communities are still involved in the maintenance of the school structures and the provision of services, e.g., school meals to students, and accommodation to teachers.

As nation-wide pass rates in the final Form 4 examination (*Certificate of Secondary Education Examination, CSEE*) have become a matter of national concern, community secondary schools have been the ones belonging to the lowest section of performance.

The objectives of PITA project contribute to the implementation of the current Tanzanian educational policies. In 2005, the Ministry of Education and Vocational Training of Tanzania introduced a curriculum change for secondary schools, including a shift from the traditional content-based curriculum to the competence-based curriculum which emphasises skills in knowledge construction and a learner-centred participatory teaching and learning approach. The most recent national education and training policy document of 2023 is a continuation of this educational approach. As regards to the language policy, English will continue to be used as the medium of instruction in Tanzanian secondary schools (Sera ya Elimu na Mafunzo 2023, p. 58). The current education policy also puts emphasis on, among other things, the teaching and learning of so-called cross-cutting issues such as the *environment* and *gender education*. These issues are advised to be integrated into the teaching and learning process of carrier subjects “considering the relationship between the cross-cutting issue and the respective subject” (*Curriculum for Ordinary Secondary Education Form I – IV*, 2023, p. 42).

The objectives of development cooperation of Finland are based on the Sustainable Development Goals and widely shared priorities, such as **strengthening the rights of women and girls, sexual and reproductive health and rights, education, and climate action**. As an educational project part of the development programme of Felm, funded by the Ministry for Foreign Affairs of Finland, PITA project aims at defending the right to education entitled to all human beings, the rights of women and girls, and the strengthened role of environmental education in secondary education.



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1.2 Description of the project to be evaluated

PITA Project is an outreach programme of Tumaini University Makumira (TUMA), Faculty of Education, Humanities and Science (FEHS). PITA is an acronym of the English title of the project, namely '*Participatory and Integrative Teaching Approach*'. The project provides in-service training to secondary school teachers working in 34 lower secondary schools in Meru District Council. The project is designed to support the most disadvantaged secondary schools in Meru DC, so the majority of the project schools belong to the group of the so-called community secondary schools (kisw. shule za kata). Originally, the project was launched in 2015. At the moment it approaches the end of its third phase (1st phase 2015-2017; 2nd phase 2018-2021; 3rd phase 2022-2025). The groups of project schools are the following:

s/n	type of school	no of schools	note
1	Community Secondary Schools / 'old PITA schools'	14	Joined PITA project in 2015 (10 schools) and in 2018 (4 schools)
2	Community Secondary Schools / recently registered	12	Joined PITA project in 2022
3	ELCT Meru Diocese lower secondary schools	6	Joined PITA project in 2015 (2 schools), in 2021 (1 school) and in 2022 (3 schools)
4	State-owned special secondary school for handicapped students	1	Joined PITA project in 2024 (1 school)
5	Community Secondary School with restricted admission (higher pass in Primary School Leaving Examination – PSLE)	1	Joined PITA project in 2024 (1 school)
TOTAL:		34	

The partners of the project:

- Tumaini University Makumira, Faculty of Education, Humanities and Science
- District Secondary Education Officer, Meru District Council
- ELCT (Evangelical Lutheran Church in Tanzania) / Meru Diocese
- The University of Jyväskylä, Finland
- Felm (Finnish Evangelical Lutheran Mission)
- Ministry for Foreign Affairs of Finland

Rights-holders of the project:

- Students of PITA project schools.



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Table 1. Number of female and male students in PITA Project schools at the end of 2024

	female	male	Total
number	5 865	4 888	10 753
%	55%	45%	100%

- Parents / Guardians of PITA school students

Duty-bearers of the project:

- Teachers of the PITA project schools. The project focuses on the in-service training of teachers of compulsory subjects taught at Ordinary Level (lower secondary school): English, Kiswahili, History, Civics, Geography, Biology, Mathematics, Physics, Chemistry.

Table 2. Number of female vs. male teachers in PITA project schools in 2024

gender	number of teachers	%
Female teachers	208	33%
Male teachers	423	67%
Total	631	100 %

Table 3. Percentage of teachers in Arts and Mathematics & Science subjects in PITA project schools in 2024

subject	%	note
Arts teachers	51 %	ENG, KISW, HIS, CIVICS
Mathematics and science teachers	46 %	GEO, BIO, CHE, PHY, MATH
Others	3%	
Total	100 %	

- Heads of PITA project schools (34)
- Lecturers of TUMA/FEHS
- Political decision-makers, officials, and authorities:

Meru District Secondary Education Officer; ELCT Director of Education; ELCT / Meru Diocese Secretary of Education

- Local leaders and secretaries in villages where the project schools are located.



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PITA project focus

During its 3rd phase, in 2022-2025, PITA project has aimed at improving the quality of secondary education by focusing on the following aspects of teacher education:

- In-service training of secondary school teachers working in disadvantaged secondary schools in Meru District Council (covering teachers of all compulsory subjects, namely English, Kiswahili, History, Civics, Geography, Biology, Physics, Chemistry, Mathematics)
- Strengthened research capacity of TUMA/FEHS teacher education programmes.

While doing this, PITA project has focused on the following **thematic areas**:

1. Multidisciplinary approach to environmental education in secondary education
2. Language supportive pedagogy in secondary education
3. Gender responsive pedagogy in secondary education

The ultimate aim of the 3rd phase of PITA project is to provide young people in Tanzania with **equal access to quality secondary education in a safe and protective environment**. Most of the project schools are situated in remote areas in the countryside, and function with few resources.

Expected results and selected indicators of the project at impact, outcome and output levels:

Expected Results (Results Statements)	Indicators
IMPACT: Young people in Tanzania have equal access to quality secondary education in a safe and protective environment	1. Average performance of the school in the final national Form 4 examination (Certificate of Secondary Education Examination, CSEE), according to BRN classification*. - Number and % of High Performing Schools, GPA 1 to 2.999 (Bands 1-4) - Number and % of Medium Performing Schools, GPA 3 to 3.999 (Bands 5 and 6) - Number and % of Medium Performing Schools, GPA 4 to 4.499 (Bands 7 and 8) - Number and % of Low Performing Schools, GPA 4.5 to 5 (Bands 9 and 10)
	2. Percentage of Form 4 leavers (male / female) qualified to Advanced Level Secondary Education, that is, the ones who passed national Form 4 examinations (CSEE) with Divisions I, II and III.
	II2: Completion/survival rate at lower secondary education in targeted schools (disaggregation by sex)
	OI2.4: Degree to which children feel happy to come to school. (disaggregated by sex, level of education)
	OPI2.2.1. Number of teachers and teacher education students trained on inclusive and child-friendly teaching methods



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	(disaggregation by level, formal/non-formal)
OUTCOME 1: Strengthened multidisciplinary approach to environmental education in secondary education	- Number and % of project schools in which teachers' cooperation in delivering environmental multidisciplinary study units is established (=systematically practised for more than 3 years)
	- Project school students' (male / female) performance in the four (4) science subjects (geography, biology, chemistry, physics) in national Form 2 and Form 4 examinations. Percentage of students who passed the examination with grade A-C, D; and Fail.
	- Number and % of project schools in which the use of climate resilient agricultural practices in school vegetable gardens is established (=systematically practised for more than 3 years)
Output 1.1: Teacher education for environmental education is strengthened at TUMA	- Number of students (male / female) in TUMA Bachelor of Science with Education -programme (BSc.Ed); as well as Bachelor of Arts with Education (BAEd) and Bachelor of Education (BEd) programmes in which Geography subject is included
	- Number of graduates (male / female) in TUMA Bachelor of Science with Education -programme; as well as Bachelor of Arts with Education (BAEd) and Bachelor of Education (BEd) programmes in which Geography subject is included
	- Level of the use of Pilot centre of Environmental Education:
	a) Number of school visits to the weather station
	b) Number of TUMA Geography students (male/female) involved in the use and management of the weather station
Output 1.2: Strengthened capacities for the provision of environmental education as a cross-cutting theme through all secondary school subjects at PITA project schools	- Number of in-service teachers (male/female) trained on multidisciplinary approach to environmental education
	- % of teachers (of all compulsory subjects) including selected crosscutting environmental subtopics (= annual environmental themes of the project) in the teaching of their subjects.
	- Percentage of subject teachers often or very often cooperating with teachers of other subjects to prepare lessons on environmental topics
	- Percentage of F3 students being taught in selected environmental subtopics (= annual environmental themes of the project), according to students' perception (Form 3).
	- Number and % of project school Form 4 CSEE examination candidates (male / female) who participated in the examination
	a) Chemistry (CHE)



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	b) Physics (PHY)
	- Percentage of science teachers (geography, biology, chemistry, physics) often or very often using hands-on activities (experiments, objects, etc.) to teach a topic
	- Stage of vegetable gardens in the project schools: number and % of schools in which a vegetable garden is i) not started ii) started iii) in progress (= It has been there for at least one year) iv) established (= Systematically practised for more than 3 years)
	- Percentage of F3 students often or very often being involved in school environmental activities, according to students' perception (Form 3).
Output 1.3: Multidisciplinary approach to environmental education is integrated into teacher education programmes at TUMA	- Number of TUMA-FEHS undergraduate teaching methodology courses into which principles of <i>Multidisciplinary Approach to Environmental Education</i> are integrated
	- Number of pre-service teacher education students (male/female; science/non-science) trained on multidisciplinary approach to environmental education in teaching methodology courses
OUTCOME 2: Strengthened language supportive pedagogy in secondary education	- Project school students' (male / female) performance in the nine (9) compulsory subjects in national Form 2 and Form 4 examinations. Percentage of students who passed the examination with grade A-C, D; and Fail.
	OI2.2: Number and % of students in the targeted secondary schools whose language of instruction is the same as the language used in their primary education.
	OPI2.1.2 Number of community leaders and government authorities actively involved in promoting multilingual or mother tongue education (disaggregation by: school mgt/ community leaders/ local gvt) Baseline = other than 0
Output 2.1: Subject teachers apply multiple methods to integrate content and language learning in secondary education at PITA project schools	- Number of in-service teachers (male/female) trained on language supportive pedagogy
	- Percentage of content subject teachers often or very often helping learners notice how language is used in his/her subject (subject-specific vocabulary, grammar)
	- Frequency of cooperation between content and language teachers.



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	Percentage of content teachers cooperating often or very often with English and Kiswahili teachers in lesson planning .
	- Frequency of team teaching between content and language teachers. Percentage of content and language teachers team teaching often or very often .
Output 2.2: Subject teachers are skilled in designing and adapting teaching and learning materials and teaching aids which support discipline specific language learning at PITA project schools	<p>- Percentage of subject teachers often or very often using extra-linguistic supports</p> <p>a) visual tools (real objects, pictures, maps, models, etc.)</p> <p>b) data visualizations (mind maps, tables, charts, diagrams)</p> <p>- Percentage of subject teachers often or very often preparing teaching aids from recycled materials</p> <p>- OPI2.1.3. Number of developed learning materials relevant to the local cultural context (disaggregation by level, multilingual/ mother tongue).</p>
Output 2.3: Language supportive pedagogy is integrated into teacher education programmes at TUMA	<p>- Number of TUMA-FEHS undergraduate teaching methodology courses into which principles of language supportive pedagogy are integrated</p> <p>- Number of pre-service teacher education students (male/female; language/non-language) trained on language supportive pedagogy in teaching methodology courses.</p>
OUTCOME 3: Strengthened gender responsive pedagogy in secondary education	<p>- Number and % of male / female students in F1 – F4</p> <p>- % of male/female PITA school students scoring divisions I-III, division IV and division 0 (Fail) in national Form 2 and Form 4 examinations (CSEE)</p> <p>Key: Division I = Highest pass; Division IV = Lowest pass; Division 0 = Fail</p> <p>- Number and % students (male / female) who dropped out previous year.</p>
Output 3.1: School practices support equal right to education for everyone without gender discrimination at PITA project schools	<p>- Number of in-service teachers (male/female) trained on gender responsive pedagogy</p> <p>- Percentage of subject teachers often or very often using specific techniques to encourage girls' participation in class</p> <p>- Number and % of Form 3 girls taking science subjects Chemistry and Physics</p>



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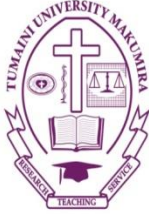
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	- Number and % of project schools providing proper toilet/bathroom facilities for the female students
Output 3.2: Co-operation between PITA project schools and parents supports equal right to education for everyone without gender discrimination	- Percentage of project schools organising 4 or more than 4 parental meetings in a year
	OPI2.2.3. Number of caregivers (male/female) of children from marginalized groups reached through educational activities on their children's right to education (disaggregation by sex, marginalized group)
Output 3.3: Gender responsive pedagogy is integrated into teacher education programmes at TUMA	- Number of TUMA-FEHS undergraduate teaching methodology courses into which principles of <i>Gender Responsive Pedagogy</i> are integrated - Number of pre-service teacher education students (male/female) trained on gender responsive pedagogy
Outcome 4: Strengthened evidence base on environmental education, language supportive pedagogy, and gender responsive pedagogy in Tanzania	- Number of submitted manuscripts and published articles - Number of public presentations based on research projects - Number of blog texts based on research projects published on PITA internet site
Output 4.1: Research capacity of TUMA teacher education programmes is strengthened through the production of research articles based on PITA themes environmental education, language supportive pedagogy, and gender responsive pedagogy	- Number of TUMA-FEHS lecturers trained (male / female) - Number of ongoing research projects (disaggregation by theme)

2. PURPOSE OF THE EVALUATION

The aim of an *End of Project Evaluation* is to give feedback on the achievement of project objectives, effectiveness of project implementation and lessons for future project planning.

So, the purpose of the evaluation is to establish and document the impact and effectiveness of project interventions. The evaluation is expected to provide data on the performance, impact and sustainability of project interventions. The findings and recommendations will contribute to a learning process which enables PITA project to draw lessons from its experience in order to improve the quality of its work, assessing the extent to which the outcomes of the project have



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been achieved, determine relevance, coherence, efficiency, effectiveness, impact and sustainability of the interventions, and document new knowledge and important topics for further inquiry, action, influence and advocacy.

2.1 Key evaluation questions

The evaluation will employ the six specific evaluation criteria for humanitarian action from the Organization for Economic Cooperation and Development – Development Assistance Committee (OECD/DAC) to guide the study. While conducting the general evaluation of the project, special attention should be paid on the thematic areas of language supportive pedagogy, gender responsive pedagogy and environmental education.

a) OECD/DAC evaluation criteria

Key Objectives	Key Questions to be asked
1. Relevance The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner / institution needs, policies, and priorities, and continue to do so if circumstances change. (a) To identify if the programme was properly designed to meet targeted needs (b) To assess the relevance of the activities developed throughout the project to the context and needs of the project schools	Is the intervention doing the right things? - How relevant are the project objectives regarding local, national and global requirements and priorities within education sector? - Are the activities and outputs of the project consistent with the intended outcomes and impact? Does the project logic allow to achieve the project's objectives (Quality of Theory of Change)? - Did the project's objectives reflect the needs and priorities of the target groups? Were the targets set realistically? - Did the planning and implementation of interventions take the local context into account, which means a) were based upon an adequate needs-assessment and b) show understanding of and support for the school communities? - To which extent did the beneficiaries (school communities, i.e., heads of schools, teachers and students, parents) and stakeholders participate in the planning and implementation of project's interventions? - To what extent did the project reach most vulnerable children and families? - To what extent are the objectives of the project still valid?
2. Coherence The compatibility of the intervention with other interventions in a country, sector or institution.	How well does the intervention fit? - Internal coherence: How well are the synergies and interlinkages between the intervention and other teacher education activities carried out by the same institution (TUMA) /government addressed? The consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. - External coherence: Is there consistency of the intervention with other actors'



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	interventions in the same context? This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.
3. Effectiveness The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups. - To assess the progress made towards achieving the project's objectives.	Is the intervention achieving its objectives? - To what extent did the programme achieve its outputs and outcomes? - What were the major factors influencing the achievement or non-achievement of the objectives?
4. Efficiency The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. - To investigate whether the resources (financial, human, and material) have been used efficiently and effectively for the well-being of the target community.	How well are resources being used? - Are the objectives being achieved economically by the project? - Did the project team as well as partners have the institutional capacity in terms of staffing, local knowledge and experience to implement the project's targets? - How big is the efficiency or utilisation ratio of the resources used (Compare: resources applied – results)?
5. Impact The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. - To assess the potential impact of the project on the targeted communities.	What difference does the intervention make? - What are the positive and negative, intended and unintended, changes produced by the project? - Analyse the contribution of the project to any observed impact (intended, unintended, positive, negative) and analyse what other actors and factors contributed to the impact. - What real difference has the intervention made to the beneficiaries? / What is the impact of the intervention in proportion to the overall situation of the target group or those effected?
6. Sustainability The extent to which the net benefits of the intervention continue, or are likely to continue. - To assess the sustainability of the project	Will the benefits last? - To which extent did the planning and implementation of the interventions take longer-term and interconnected problems into account? - How well are the project's outputs linked to more long-term focused objectives? - Did the project plan and implement an adequate transition and exit strategy that ensures longer-term positive effects and



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	<p>reduces risk of dependency?</p> <ul style="list-style-type: none">- How likely will positive effects or impacts be sustained beyond the duration of the project?- Assess capacity of key actors to contribute to sustaining the positive changes according to the developed Theory of Change- What are the major factors which influence the achievement or non-achievement of sustainability of the project?
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For more detailed guidance, refer to:

OECD (2019), *Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use*, OECD Publishing, Paris, <https://doi.org/10.1787/15a9c26b-en>

The questions listed above are to be conceived as guiding questions only and the evaluation team is not limited to them. The refining and further elaboration of the questions should be done by the evaluation team.

b) Special focus areas: language of instruction, gender and environmental education

While conducting the general evaluation of the project, special attention should be paid on the three thematic areas of 1) language supportive pedagogy (the use of the principles and practices of integration of content and language in teaching and learning in the project schools), 2) gender responsive pedagogy, and 3) multidisciplinary approach to environmental education. What has been the impact of the project in these aspects? How relevant, coherent, effective, efficient and sustainable has the planning and implementation of the activities connected to these themes been? PITA Project expects a more in-depth study on these thematic areas to be conducted by the evaluation team.

2.2 Scope of the evaluation

- Groups to be involved in the evaluation:
Rights-holders: Students of PITA Project schools, and their parents / custodians
Duty-bearers: Heads of schools and teachers of PITA project schools; TUMA/FEHS lecturers, PITA Team at TUMA
- Stakeholder organizations to be involved in the evaluation:
- Tumaini University Makumira, Meru District Secondary Education Officer; ELCT Director of Education; ELCT / Meru Diocese Secretary of Education; 34 PITA project schools
- Geographical area to be covered by the evaluation:
Meru District Council / lower secondary schools. A sample of project schools representing all areas of Meru District Council must be included in the evaluation.

3. EVALUATION METHODOLOGY

The PITA project highly recommends the use of both quantitative and qualitative evaluation methods. Quantitative methods (e.g., using closed-ended structured questionnaires for data collection and frequency techniques for data analysis) will yield precise findings on e.g., strengths



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and weaknesses of the project. Participatory qualitative methods (e.g., using interviews and observations to collect data, and content or thematic analysis to analyse the data) will provide the much-needed detailed information for in-depth understanding of the state of affairs with regard to the project.

The technical proposal should include a description of proposed methodology and data collection methods.

Documents for Desk Review

The consultants will be furnished with relevant documentation to support the desk review of secondary information.

Project documents available include:

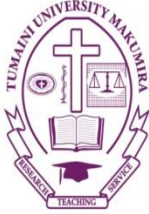
- Project Plan documents
- Project Evaluation report (2017)
- Project Evaluation report (2021)
- Project progress reports
- Monitoring data
- Training material

4. EXPECTED COMPETENCES AND PROPOSAL COMPONENTS

4.1 Expertise required

- The evaluation shall be conducted by firm with specialized expertise according to requirements.
- The evaluation team must have undertaken similar works in Tanzania in the last three (3) years and should have the following competencies:
 - i. Consultant must be a well-grounded education scientist and/or teacher education specialist with excellent skills in research, monitoring and evaluation of education projects, and have deep understanding of teaching methodologies.
 - ii. Experience in multi-methodological and interdisciplinary approaches and data collection and analysis techniques in evaluation of development programmers.
 - iii. Excellent track record in designing and conducting quantitative and qualitative research, analysis and evaluation.
 - iv. Demonstrable experience (at least 5 years) in research/evaluation of projects related to education / teacher education, research, and analysis.
 - v. Excellent facilitation skills, co-ordination, negotiation skills and oral and written communication skills in English (particularly report writing).
 - vi. Must be able and willing to travel to remote rural schools

The evaluation Team Leader will be responsible for the quality of all deliverables listed in Section 5. below.



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4.2 Proposal submission

The evaluator is expected to submit technical and financial proposals, separately, comprising the following components:

- The consultant's understanding of the Terms of Reference
- Methodology and data collection methods
- A clear and elaborate work plan
- Proposed evaluation budget (incl. VAT) that include the schedule of payments.
- Organizational capacity statement, experience and activities related to project evaluations.
- Curriculum Vitae for all the consultants and proposed capacity of any complementary staff (CVs should be submitted of staff that will be on this assignment).
- Registration and other relevant statutory documents.
- Full names, post office box, telephone numbers, e-mail address, physical address, contact person and banking details of the consultancy
- Names, addresses, telephone numbers of three organizations that will act as professional referees.
- Copies of relevant work undertaken in the last 3 years (to be returned after evaluation of bids).

5. EVALUATION PROCESS AND REPORTING

Consultant's Roles and Responsibilities

The overall responsibility of the Team Leader is to organize the whole exercise, including

Secondary information analysis:

- Desk review of relevant project documents and reports
- Establish working contacts with all the relevant stakeholders in the targeted host communities.
- Prepare and submit the evaluation proposal and the inception report including methodology to be used, work plans and schedules for both quantitative and qualitative aspect of the assignment for review and feedback and approval by PITA Project.

Primary information analysis:

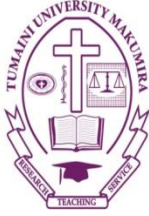
- Field visits to selected project schools; interviews and/or focus group discussions with local partners, students, teachers, heads of project schools, community members (parents) and other stakeholders by the evaluator.
- Evaluator will submit an inception report (with detailed methodology, research tools and timeline/logistics) for further discussion.
- Design data collection tools, supervise the data collection, interview selected respondents during the evaluation
- Submission of draft evaluation report and final evaluation report

PITA Project Team's Roles and Responsibilities

- To provide relevant information of the project, to brief stakeholders about the purpose of the evaluation, to assist in organizing meetings with stakeholders, to prepare and effect payment for the consultant upon completion of the assignment.

Evaluation Products / Deliverables

The evaluation team is requested to submit the following deliverables:



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- Inception report (draft and final inception reports)
 - Presentation on the field findings (typically in the end of the field phase)
 - Draft final report
 - Final report
 - Presentation on the evaluation findings and recommendations

The annexes of the final report should contain (but not be limited to):

- Terms of Reference -document
- Inception report
- Maps
- List of interviewed people, with affiliation
- Raw collected data and the data base on SPSS / STATA / Excel as an attached file
- Research tools

The language of the report is English. The final report shall be submitted both in print and as an electronic copy.

- THE END -